

Lexical access and the phonology of morphologically complex words**SYLLABUS**

Time	MW 12:00-1:50 PM	Professor	Kie Zuraw ['kʰar 'zɜːɹ̩]
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Readings	on www.ccle.ucla.edu		

Description

Research on the phonology of morphologically complex words often appeals, implicitly or explicitly, to lexical storage and access. A simple example is the diachronic change of a compound into a simple lexeme, as in English 'cupboard', whose phonology is incompatible with a compound of 'cup' and 'board'. A more extensive case is Hay's (2003) hypothesis that whole words and their sub-parts race for lexical access, with resting activation determining the winner. (For example, Hay finds more t-deletion in words like 'swiftly', which is more frequent than 'swift', than in words like 'daftly', which is less frequent than 'daft'; she interprets the difference as a difference in lexical access whereby 'swiftly' is accessed as a single unit and 'daftly' as a combination of 'daft' and 'ly'.)

This proseminar will review the psycholinguistic literature on lexical access of morphologically complex words. For example, under what circumstances does a complex word prime its base or vice-versa? Do instances of the same affix prime each other?

Goals

- One goal is to get a sense of what is an a priori plausible claim about lexical access in a particular case, given the findings that already exist for similar cases.
- Another goal is to gain familiarity with the methods in use, and their pros and cons, so that we'll know how feasible it is to undertake our own psycholinguistic investigations where necessary.
- And a third goal is to gain an overall picture of models of lexical access, in both comprehension and production, to see where in those models there might be communication with a phonological grammar.

Requirements

- Students taking the course for 2 units will present papers (how many papers per student depends on the size of the class).
- Students taking the course for 4 units will present papers and complete and individual or small-group final project; possibilities include but are not limited to conducting a literature review with an eye to explaining a particular phonological case, implementing a model from the literature to apply it to a case, designing an experiment, and using existing experimental findings to explain a set of phonological data.

Format

- For the first two weeks, I'll lecture (and of course we'll discuss).
- After that, each class session will consist of a series of brief (15-minute?) presentations by students of articles; you don't need to read the ones you're not presenting.
- At the end of each week/topic, I'll take the last 15-minute slot (or two?) for some discussion of how the readings relate to each other and to the theoretical literature.
- In the last week or so, depending on interest, students will present something they're working on or thinking about and how it relates to the course material.

Web stuff

- Public course webpage (at www.linguistics.ucla.edu/people/zuraw , under ‘Teaching’)
 - syllabus, handouts, your presentation handouts if you want, eventually an annotated bibliography
- CCLE page (www.ccle.ucla.edu):
 - reading list, in progress; we’ll do the sign-up for who presents what on paper in class
 - readings for download
 - annotated bibliography in progress; to be transferred to public page at the end

Course outline (subject to adjustment)

<i>Week</i>	<i>Date</i>	<i>Topic</i>
1	Jan. 3	Intro and overview
	Jan. 5	Background: models of word production
2	Jan. 10	Background: models of word recognition
	Jan. 12	Word recognition, cont’d Overview of methods in use
3	<i>Jan. 17</i>	<i>Martin Luther King holiday--no class</i>
	Jan. 19	Experimental studies of derivational morphology
4	Jan. 24	Experimental studies of derivational morphology
	Jan. 26	Experimental studies of derivational morphology
5	Jan. 31	Experimental studies of inflectional morphology
	Feb. 2	Experimental studies of inflectional morphology
6	Feb. 7	Family-size effects
	Feb. 9	Experimental studies of compounds
7	Feb. 14	Effects of phonological alternations
	Feb. 16	Effects of phonological alternations
8	<i>Feb. 21</i>	<i>Presidents Day holiday--no class</i>
	Feb. 23	Prefixation vs. suffixation, and other right-to-left issues
9	Feb. 28	Back to theoretical proposals--what do we think of them now?
	Mar. 2	Back to theoretical proposals--what do we think of them now?
10	Mar. 7	Participants’ presentations
	Mar. 9	Participants’ presentations